



ISSUE 1

NAPTA Update

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Informing our partners



At a recent conference, I commented on the number of teaching assistants and support staff

with whom NAPTA is working. Having had my say, a delegate approached me, brandishing, quite literally, some back-of-the-envelope calculations. She showed me that, according to published national statistics, NAPTA members directly affect the lives of over 250 000 pupils. Even without becoming entangled in the issue of whether teaching assistants and support staff 'should be allowed' to teach or not, ultimately such statistics serve as a timely reminder that the end game is to support children, whether indirectly or directly – a complex and demanding task. In working with many hundreds of colleagues this year at all levels, I have been struck by how everyone has this single focus at the forefront of their minds. This factor alone must make *Every Child Matters* a welcome initiative.

A great year

Due to the hard work of many LEA officers, the remodelling agenda in schools has really started to bite. I say that advisedly, since the issues that the agenda throws up are not easy to deal with. Headteachers of achieving schools can be understandably reluctant to consider change, whilst those in challenging circumstances often perceive workforce reform as an extra burden. Being a headteacher is a very demanding job. That is why so much of our effort this year has focused on supporting LEAs – in order to support headteachers to support teaching assistants and support staff! This approach is proving successful, since membership is continuing to rise sharply and we are now involved in profiling projects with two-thirds of the LEAs in England and Wales – actively reaching over 15 000 teaching assistants.

New ways of thinking

Remodelling is redefining training needs across the spectrum – from aspirant teaching assistants and support staff, to the renewed demands of the entire workforce. It is one reason why our LSC-funded courses continue to be popular, and why we will be actively working with many LEAs in the coming year to develop new approaches to training. NAPTA could not achieve such success without the support of partner schools and LEAs, for which we are highly appreciative. 2004-05 is set to be an equally demanding and rewarding year, and we look forward to working with you all to develop the role of teaching assistants and support staff.

AJ Read

• Andrew Read
NAPTA

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Profiling – everyone's doing it!

Most LEAs with which NAPTA works have a large number of school staff who are supported by only a small number of LEA officers. Gaining a detailed and critical understanding of the strengths, weaknesses and needs of so many teaching assistants and support staff can be very difficult.

NAPTA's system enables staff to be profiled on where they stand in relation to the National Occupational Standards, the 24 tasks, the HLTA standards, and the NVQ (including a proposed training plan).

Following extensive development work with schools and LEAs, the tool ensures that everyone involved views the process positively. Most authorities encourage as many staff as possible – both teaching assistants and support staff – to undertake profiling, so that they can receive details for each individual, each school, and the whole LEA. The reports that are produced are invaluable in making sure that remodelling has the best chance of success. Case studies are now available – contact NAPTA for further information.

Plenty of support

NAPTA has an established track record of providing support to partners. This comes in the form of:

- providing large subsidies to LEAs or consortia who undertake profiling
- paying for visits to LEAs to provide consultancy
- supplying national speakers at local conferences
- supporting individuals who undertake training programmes
- helping LEA officers to attend national conferences.

If you need support, please call us for further information.

Training solution

Many of the authorities and schools who have undertaken profiling have asked NAPTA for INSET guidance. We have therefore developed the **NAPTA CPD Toolkit** which addresses the professional development needs identified in the reports, and helps to overcome barriers to professional development, such as limited time and money.

The **NAPTA CPD Toolkit** has been carefully designed to cater for both mass need and small group/individual requirements.

Have you got your share?

It's a minefield – you've read the press, seen the guidance, been to the conferences, heard the rhetoric, but where's the money? NAPTA works with schools and LEAs to help make the process easier. Much of this work involves talking directly to potential additional funding bodies ourselves – NAPTA has dealt with over 65 local agencies in the last two years. Last year alone, NAPTA gained additional funding of over £800 000 for

teaching and support staff training and development.

The money is there, but it takes considerable effort to access it. If we can help to ease this burden for you, then please contact us.



Training assistants receive their certificates of competence